

Five Tech Strategies and Resources to Differentiate for Advanced Readers: Grades 3-5

2016 NCAGT Conference

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<http://distanceed.uncc.edu/programs/academically-or-intellectually-gifted>



HELP



Essential Question...

“What careers will be available for our students in the future?”

3D body-part printer
Augmented reality architect
App designer
Mobile tech administrator
Cyber security
Robot-assisted field worker
Haptic programmer
Smart object designer
Drone programmer



Today's Session Goals

- ✧ *five strategies for differentiating for advanced readers using technology*
- ✧ *online resources/tools that can support the five strategies*

NAGC-CEC S5.2 Standard:
Gifted education professionals apply appropriate technologies to support **instructional assessment, planning, and delivery** for individuals with gifts and talents.





Five Tech Strategies & Resources / Tools

1. Teaching Tool

- Guiding question: “*How can I use technology in creative and challenging ways to **present** new information to my students?*”

zaption.com &

<https://screencast-o-matic.com/home>

- *Interactive, inter-disciplinary tiered videos*
- *Work stations, anchor activity, flip the classroom with tiered videos.*

(Kaplan, 2009)

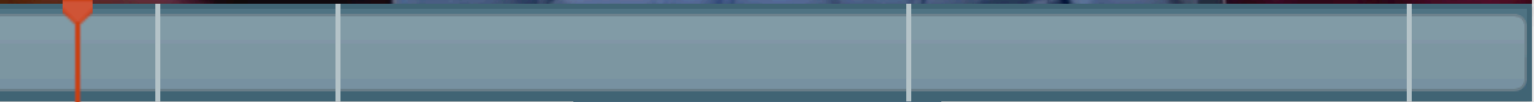
Integrate
multiple
disciplines
into the area
of study

<http://zapt.io/t7zanj2w>



PHIL HANSEN

YouTube



2. Learning & Collaboration Tool



2. Learning & Collaboration Tools

- Guiding question: ***“How can students use technology to independently expand their knowledge base, understandings, and skills?”*** **OR** ***“How can students use technology to collaborate?”***

<https://newsela.com> & <https://newsela.com/elementary/>

<http://cacoo.com>

- ***Leveled online texts or articles***
- ***Process differentiation***

(Kaplan, 2009)

Modify the
content:
acceleration,
in-depth
study

Opinion: Escaped cow sparks personification quandary

By Peter Singer, Project Syndicate, adapted by Newsela staff
02.17.16

Word Count **877**



MAX

1130L

950L

720L

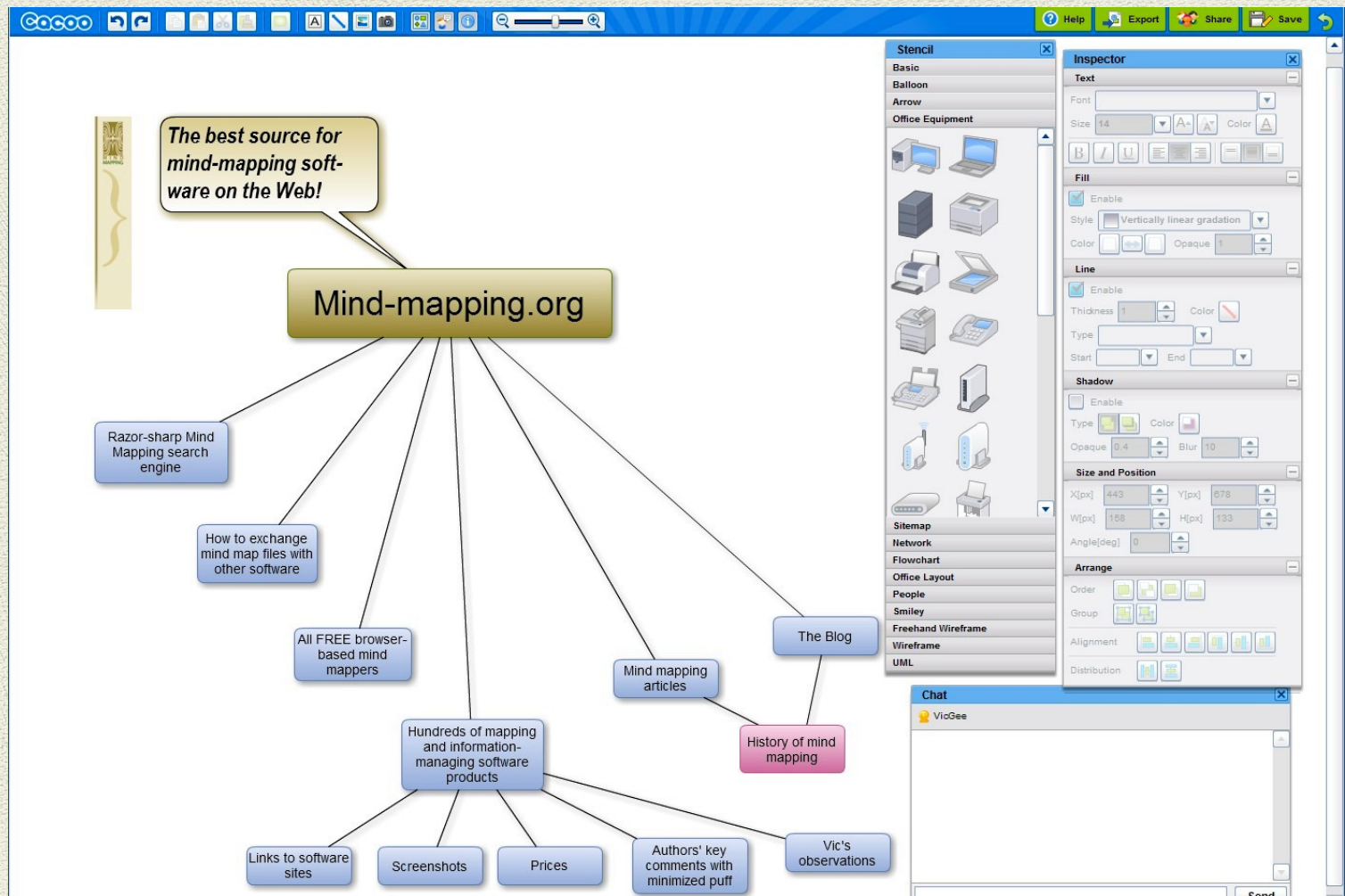
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WRITE



QUIZ



3. Research Tool & Resources

**Content
modification:
Add complexity,
in-depth study**

- Guiding question: *“How can students use technology to research a topic of interest?”*

<http://www.nclive.org/browse/education>

<http://www.kidrex.org>



- *Research skills*
- *Free online search engines*

<http://tewt.org/research-and-writing/>

(Maker & Schiever, 2005)

Resources

[Welcome to Teaching English with Technology](#)

Getting Started

[Lessons & Activities](#)

Grammar Guides & Resources

Grammar Exercises

Pre-Writing with Mindmaps

Commonly Taught Books

Presentations and Multimedia

[Research and Writing](#)

Citation Generators

Creating Newspapers

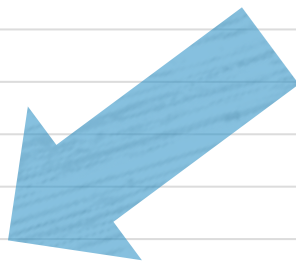
Creative Commons

Mindmapping

Note Taking and Archiving

Social Bookmarking

Word Clouds



SIRS WebSelect[Advanced Search / Search Tips](#)☒ **Subject Headings** ☐ **Keyword/Natural Language****Architecture & Design**

Domestic Architecture, Historic Preservation, Public Architecture, more...

Business

Consumerism, Economics, Career, more...

Culture

Cultures & Civilizations, Mythology & Folklore, more...

Environment

Energy, Ecology & Ecosystems, Population, more...

Family

Aging, Parenting, Relationships, Youth

Global Issues

Defense, Government, History, World Affairs, more...

Health

Disease/Illness, Diet & Nutrition, Mental Health, Substance Abuse, mo

Human Relations

Ethnic Groups, Gender Issues, Privacy, more...

Institutions

Criminal Justice, Education, Sports, more...

Literature

Authors & Poets, Literary Criticism, Poetry, Publishing, more...

Communications

Film, Radio, Television, more...

Music

Jazz & Blues, Musical Instruments, Rock & Roll, more...

Performing Arts

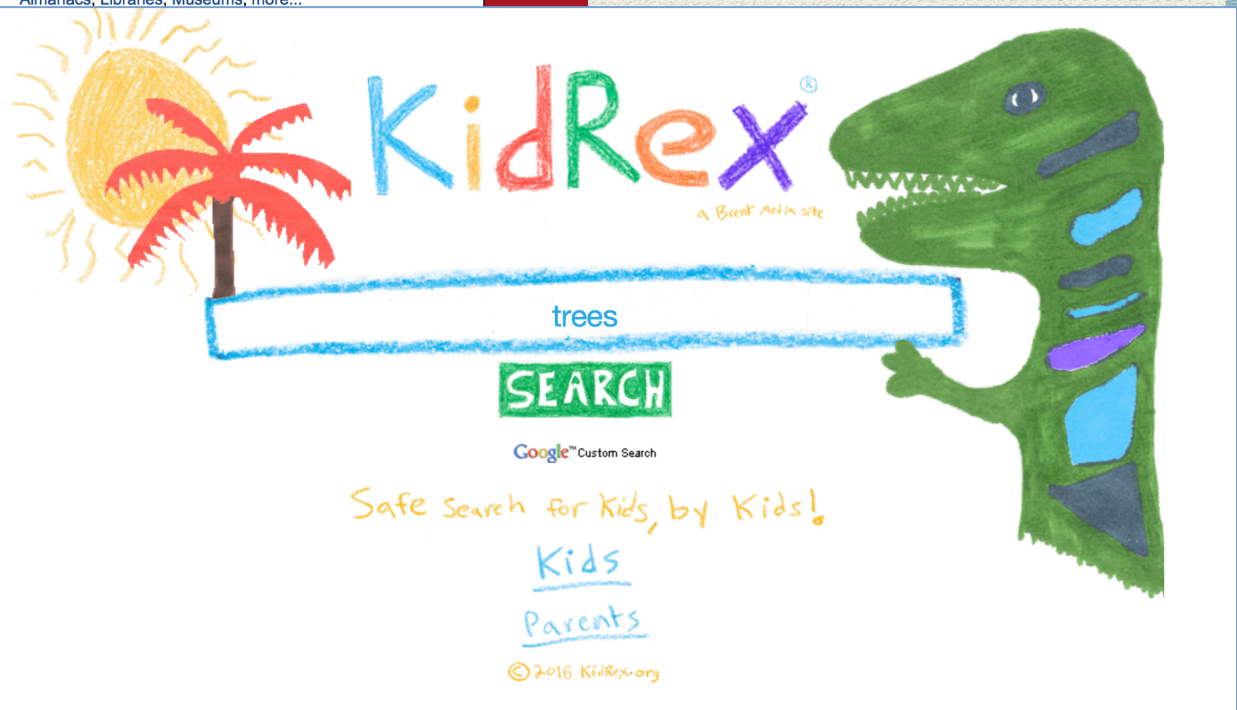
Dance, Drama, Theater, more...

Philosophy & Religion

Ancient Philosophy, Philosophers, Religion & Politics, more...

Reference

Almanacs, Libraries, Museums, more...



4. Talent Development Tools & Resources

Guiding question: *“How can students use technology to develop or enhance their talents?” “How can technology be used to help students create innovative products and processes?”*

Telementoring www.telementor.org

<http://gifted.uconn.edu/semr-about/>

Advanced resources, texts, questions

Learning
environment
modifications:
Student-
centered;
flexibility

(Maker & Schiever, 2005)

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Mentor Spotlight

Why I mentor?

" I love being an ITP mentor because it gives me the chance to share my experience in life and in business with young people who may not otherwise, have the opportunity to be exposed to business professionals.

You never know how something you say or do may impact the lives of young people, but for the past 7 years my experiences in the ITP program have all been POSITIVE. The kids appreciate the support of a business professional who takes the time to show interest in their future.

I am thankful to MasterCard for really encouraging its employees to volunteer in the global community we serve. "



April D. Parrott-Shaw

Maximizing youth potential through academic mentoring.

Project Plan

[print](#)[View Project Schedule](#)

Unique Requests of Participating Mentors:

I will have three groups of students, each group requiring a mentor for a lead student. The lead students have participated in the mentoring program in the past.

Description:

Students have the opportunity to develop writing and filming skills in a real-world context. Participants will collaborate with students and impart history to younger generations. I will use CreateSpace for compiling the biography. Students will be assigned a virtual mentor to work with (1 per group) from the International Telementor Program. These professionals will help students edit the book and assist in research. Each group will write their mentor weekly.

Benchmarks:

TBD

Duration:

9

Grade Level:

7

Content Area:

Gifted and Talented

Student Outcomes:

Students will bring film literacy and critical thinking discussions about moving images into language arts, history, humanities, and social studies classrooms (Laurie Chin Sayres; "Film Shaping Minds") by preparing for, interviewing, and processing live-interviews with local community members connected to the area's history.

Evaluation of Student Outcomes:

Students will reflect on this experience at the end with a short introspective reflection after each segment of the process (e.g. "what went smoothly; what presented challenges; suggestions for improvement") as well as compile a manual or guide for future students enrolled in the course.

Teacher Role:

Gifted and Talented teacher: communicate with mentors regarding content specific questions or concerns, instruct students in the process, aid in identifying research areas and sources of information, assist in shaping the project and evaluate the project overall. Paraprofessional: assist students in composing e-mails and check the progress of each student to ensure that things are done in a timely manner.

Mentor Role:

The mentors will support students in the creation of a biography being written for individuals in our community with rich local history. The biographies themselves will be part of two-prong project which involves a live interview about their life. Students will produce and edit a documentary about them to be aired on our local channel. The students are working in a real studio with quality light, sound, and cameras. However, the mentors will not be assisting so much with this editing/film producing component, but rather supporting students to write, organize and edit the biography (which will be published through "CreateSpace"). The books will be added to our local library branches and historical archives connection as well. The books and documentaries will also be used in 4th grade curriculum as part of their local history unit. So, as you can see, this is a meaningful opportunity for students and mentors to collaborate!

UConn: Schoolwide Enrichment Model for Reading (SEM-R)

SEM-R Implementation Resources

About SEM-R

Implementation Resources

Frequently Asked Questions

Presentations & Publications

SEM-R and Talented Readers

Contact SEM-R

SEM-R tools

- Teacher log ([PDF](#) .pdf | [Word](#) .docx)
- Elementary school student log ([PDF](#) .pdf | [Word](#) .docx)
- [Elementary school bookmarks](#) .pdf
- Middle school student log ([PDF](#) .pdf | [Word](#) .docx)
- [Middle school bookmarks](#) .pdf
- [Middle school bookmarks \(reading strategies\)](#) .pdf
- [Overview video](#) .mov

Phase 1

- Book hook planning document ([PDF](#) .pdf | [Word](#) .docx)

Phase 2

- Middle school writing prompts ([PDF](#) .pdf | [Word](#) .docx)
- [Emoticon cards](#) .pdf
- [Reading strategies poster](#) .pdf
- [Self-regulation poster](#) .pdf
- [SIR rules poster](#) .pdf
- Conference planning document ([PDF](#) .pdf | [Word](#) .docx)
- DRAFT Conference rubrics ([Rubric 1](#) .pdf | [Rubric 2](#) .pdf)

Biography

From what you have read so far, tell about an event that was very influential on the choices the person made in his or her life.

What did you learn about yourself while reading this biography?

Describe a situation in which the person faced a setback or failure. How did he or she respond?

If the book you are reading is a biography, how might it be different if it were an autobiography? Or vice versa?

Integrity

A person shows integrity by sticking to what he or she believes to be right, even if there is pressure to do something he or she doesn't believe in. Describe a character in the book who shows integrity.

Give an example of a time when a character had to decide between following his or her beliefs about what is right or choosing some other option.

In what ways did a character have to give something up in order to stick to what he or she believed was right?

What advice would you give to a character facing a tough decision in this book?

Character

Think of two questions you have about the main character. Do you think the questions will be answered as you continue with the story? Why or why not?

Describe the main character of the book in five or fewer words. Avoid using trite words (nice, good, bad, mean, etc.).

Tell about a decision or choice made by a character. Do you think the character made a good choice? Why or why not?

Tell about a character's action that surprised you. Why was the action a surprise? What did it show about the character?

SEM-R Book Lists on the Web

About SEM-R

Implementation Resources

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Presentations & Publications

SEM-R and Talented Readers



Contact SEM-R

- [Award-Winning Books](#)
- [Books About Science and Social Studies](#)
- [Audio Books](#)
- [Books for Children, Adolescents, and Young Adults](#)


Award-Winning Books

- The [Newbery Medal](#)  is awarded annually by the Association for Library Service to Children to the author of the most distinguished contribution to American literature for children.
- The [Caldecott Medal](#)  is awarded annually by the Association for Library Service to Children to the artist of the most distinguished American picture book for children.
- The [Coretta Scott King Book Awards](#)  are presented annually to authors and illustrators of African descent whose books promote an understanding and appreciation of the "American Dream."
- The [Pura Belpré Award](#)  is presented biennially to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth.
- The [Robert F. Sibert Medal](#)  is awarded annually by the Association for Library Service to Children to the author of the most distinguished informational book published in English during the preceding year.
- The [Geisel Award](#)  is given annually to the author and illustrator of the most distinguished American book for beginning readers published in English in the United States during the preceding year.



Books About Science and Social Studies

- The National Science Teachers Association (NSTA) and Children's Book Council (CBC) release an annual list of [Outstanding Science Trade Books for Students K-12](#) . Although the list was originally designed for students in grades K through 8, beginning in 2002, the list was expanded to include high school level material as well.
- The National Council for the Social Studies (NCSS) and Children's Book Council (CBC) release an annual list of [Notable Social Studies Trade Books For Young People](#) .

Audio Books

- The [Odyssey Award](#)  is given to the producer of the best audiobook produced for children and/or young adults, available in English in the United States.

Books For Children, Adolescents, and Young Adults

- The [Children's Choices Reading List](#)  is a reading list with a twist! Children themselves evaluate the books and write reviews of their favorites. Cosponsored by the International Reading Association and the Children's Book Council.
- The [Young Adults' Choices project](#)  develops an annual list of new books that will encourage adolescents to

5. Product Tools

Product
modification:
Real-world
audiences

- Guiding question: *“How can students use technology to showcase what they have learned to a real-world audience?”*

<https://www.thinglink.com>

- *Multi-media presentations*
- *Student choice*

(Maker & Schiever, 2005)

CREATE SHARE ENGAGE MEASURE

INTERACTIVE IMAGES
& VIDEOS

CREATE AN ACCOUNT

Email

Pa

Use
to re



Bora Bora is part of France

Bora Bora is a tropical island in Tahiti which is made up of 118 islands that are divided into five groups. Bora bora is in the middle South Pacific Ocean halfway between Australia and the USA.

DID YOU KNOW?



Related Tech How-To Skills

- How to manage time and assignments when taking online classes
- How to search for information on the Internet
 - Google Search Education
<https://www.google.com/intl/en-us/insidesearch/searcheducation/>
- How to skills related to Internet safety
<http://www.nationalcac.org/prevention/internet-safety-kids.html>
- How to create and maintain a professional student presence on the Internet
<https://www.graphite.org/blog/help-teens-establish-a-positive-online-presence>

Is it real???



How to evaluate the credibility and validity of a website

- <http://zapatopi.net/treeoctopus/>
- Here are questions that McCoach (2002) suggests students ask to evaluate a website:
 - ♣ Has the website been through a review process?
 - ♣ Did the author cite or reference the information on the website?
 - ♣ Is there contact information for the author(s) of the website?
 - ♣ Is a bio included about the author?
 - ♣ Is the website a personal one or associated with a reputable organization or educational institution?
 - ♣ Do other websites have similar findings?

Wrap-Up

Teaching

Learning/Collaboration

Research

Talent Development

Student Products

Other Cool Tech Tools

Teaching Tools:

- ♦ <http://knowmia.com>
- ♦ <https://www.educrations.com>

Learning/Collaboration Tools/Resources:

- ♦ <http://www.nettrekker.com/us/>
- ♦ <http://www.renzullilearning.com>
- ♦ <http://khanacademy.org>
- ♦ <https://delicious.com>
- ♦ [crashcourse - literature](http://www.post-it.com/3M/en_US/post-it/ideas/plus-app)
- ♦ http://www.post-it.com/3M/en_US/post-it/ideas/plus-app
- ♦ <http://www.tricider.com/home>
- ♦ MOOCs <http://mooc-list.com>
- ♦ Online courses for gifted students of all ages (cost):
 - ♦ Center for Talented Youth at Johns Hopkins <http://cty.jhu.edu/>
 - ♦ The Education Program for Gifted Youth (EPGY) at Stanford University (<http://epgy.stanford.edu/>)
 - ♦ Northwestern University Center for Talent Development's Gifted LearningLinks (<http://www.ctd.northwestern.edu/gll/>)

Other Cool Tech Tools

Research Tools:

- ♦ <http://www.easybib.com>
- ♦ <http://www.noodletools.com/noodlequest/>
- ♦ <http://www.nclive.org/browse/education>
- ♦ <http://www.createdebate.com>

Product Tools:

- <http://storybird.com/about/>
- <https://www.lucidpress.com>
- <http://search.creativecommons.org>
- [After photo – app on iTunes](#)
- <http://www.toondoo.com>
- <http://voicethread.com>

Talent Development:

- Computer programming and coding coding
<https://scratch.mit.edu/> and <http://hourofcode.com/us>

References / Resources

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Questions?
Thank you for attending!

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<http://distanceed.uncc.edu/programs/academically-or-intellectually-gifted>